

## Health: 8<sup>th</sup> Grade

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| <b>Grade Level:</b> 8 <sup>th</sup>          | <b>Course Description:</b> This course offers effective health instruction methods that are active and promote personal responsibility, lifelong learning, critical thinking, cooperation, and use interdisciplinary approaches. The major topic areas include personal health, nutrition, physical development, social development, substance abuse and use. Further studies will include human sexuality. Parents/community are invited to view the materials. These areas are interrelated and lead to total positive functioning of the individual in his/her environment. Health education aids the individual in making informed choices. Students will practice reflective, active observation and examination of their choices and the affect on personal, family and social well-being. |
| <b>Length:</b> Semester                      |  |
| <b>Prerequisites:</b> None                   |  |
| <b>Repeatable for additional credits:</b> No |  |

## Learning Outcomes At a Glance

| QUARTER 1   | QUARTER 2   |
|---|---|
| <b>Making Healthy Decisions</b><br><br><b>Mental Health</b><br>Personality, Self-Esteem, and Emotions<br>Managing Stress<br>Mental Disorders and Suicide<br><br><b>Social Health</b><br>Family Relationships<br>Building Healthy Peer Relationships<br>Preventing Violence<br><br><b>Nutrition</b><br>Food and Nutrition<br>Making Healthy Food Choices<br>Digestion and Excretion<br><br><b>Physical Fitness</b><br>Movement and Coordination<br>Cardiovascular and Respiratory Health<br>Exercise and Lifelong Fitness<br>Personal Care | <b>Community Health and Safety</b><br>Safeguarding the Public<br>A Healthy Community and Environment<br>Preventing Injuries<br>First Aid<br><br><b>Substance Abuse</b><br>Alcohol<br>Tobacco<br>Preventing Drug Abuse<br><br><b>Human Development</b><br>Reproduction and Heredity<br>Pregnancy, Birth, and Childhood<br>Adolescence and Adulthood<br>Building Healthy Relationships<br><br><b>Preventing Disease</b><br>Infectious Diseases<br>Sexually Transmitted Infections and AIDS<br>Chronic Diseases and Disabilities |

## ASD Academic Plan

| Essential Concepts  | Essential Vocabulary   | Standards  | Assessments   | Instructional Resources  | Instructional Considerations  |
|---|--|--|---|--|---|
| <b>Quarter 1: Enduring Understanding – Essential Questions</b> <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>   |  |  |   |  |   |
| <b>Chapter 1: Making Healthy Decisions</b><br><br><b>Section 1: What is Health?</b><br><b>1.1.1 Describe</b> two factors that can be used to evaluate overall health.<br><b>1.1.2 List</b> three aspects of overall health.<br><b>1.1.3 Explain</b> how the choices that people make can affect their positions on the health continuum.<br><br><b>Section 2: Identifying Health Risks</b><br><b>1.2.1 Identify</b> factors that can influence a person's health.<br><b>1.2.2 Describe</b> three strategies you can use to evaluate risk factors.<br><br><b>Section 3: Taking Responsibility for Your Health</b><br><b>1.3.1 Describe</b> the broad goals of <i>Healthy People 2010</i> .<br><b>1.3.2 Identify</b> three steps you can take to meet your personal health goals.<br><br><b>Building Health Skills:</b> | Health<br>Life expectancy<br>Quality of life<br>Goal<br>Physical health<br>Mental health<br>Emotional health<br>Social health<br>Continuum<br>Wellness<br><br>Heredity<br>Gender<br>Environment<br>Culture<br>Media<br>Habit<br>Risk factor<br><br>Prevention values<br>Action plan<br>Advocacy<br>Health literacy | NHES: 1.12.1, 1.12.2, 5.12.2, 7.12.1<br><br>NHES: 1.12.3, 1.12.4, 1.12.6, 1.12.7, 2.12.2, 2.12.5, 2.12.6, 5.12.5, 7.12.1<br><br>NHES: 1.12.5, 2.12.1, 3.12.1, 6.12.4 | Observation<br><br>Anecdotal Record<br><br>Rubric of Effort and Participation<br><br><b>Chapter Review and Assessment:</b><br>Student Edition Chapter 1 Review, P. 26<br><br><b>Computer Test Bank</b><br>Chapter 1 Test<br><br><b>Student Edition</b><br>Standardized Test Prep, p. 27<br><br><b>Teaching Resources:</b><br>Section 1-1 Quiz<br>Section 1-2 Quiz<br>Section 1-3 Quiz<br>Section 1-4 Quiz | <b>Books:</b><br>Prentice Hall Health Chapter 1<br><br>Prentice Hall Health Teaching Resources<br><br><b>Videos:</b><br>Discovery Education Teens Talk Video "Decisions, Decisions"<br><br>Eyewitness "Human Machines" | 3.5 days<br><br>Warm Up, p.2<br>Hands-On Activity Health in the Balance, p. 4<br>Note Taking Guide 1-1<br>Teaching Transparencies W1, 1, 2<br>Practice 1-1<br>Section 1-1 Quiz<br><br>Warm-up, p.6<br>Note Taking Guide 1-2<br>Teaching Transparency W2<br>Practice 1-2<br>Section 1-2 Quiz<br><br>Warm-Up, p. 12<br>Note Taking Guide 1-3<br>Teaching Transparencies W3, 3<br>Practice 1-3<br>Section 1-3 Quiz |

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| <p><b>The DECIDE process</b><br/> <b>BHS.1 Demonstrate</b> how to use the DECIDE process to make healthy decisions.</p> <p><b>Section 4: Being a Wise Health Consumer</b><br/> <b>1.4.1 Describe</b> how to evaluate health products, services, and information.<br/> <b>1.4.2 Evaluate</b> what advertising does and does not do for a consumer.<br/> <b>1.4.3 Explain</b> how a person can avoid health fraud.<br/> <b>1.4.4 Identify</b> your rights as a consumer.</p>  | <p>Consumer<br/> Warranty<br/> Advertising<br/> Fraud<br/> Quackery</p>   | <p>NHES: 2.12.8, 5.12.4, 5.12.5, 5.12.7</p> <p>NHES: 2.12.5, 2.12.10, 3.12.1, 3.12.5</p>                        |  |  | <p>Practice the Skill, p. 17<br/> Building Health Skills 1<br/> Teaching Transparency 4</p> <p>Warm-Up, p. 18<br/> Note Taking Guide 1-4<br/> Teaching Transparency W4, 5<br/> Practice 1-4<br/> Section 1-4 Quiz</p>  |
| <p><b>Chapter 2: Personality, Self-Esteem, and Emotions</b></p> <p><b>Section 1: Personality</b><br/> <b>2.1.1 Name</b> five traits that are used to define personality.<br/> <b>2.1.2 Identify</b> two factors that determine how your personality develops.<br/> <b>2.1.3 Describe</b> what happens to personality over a lifetime.</p> <p><b>Section 2: Self-Esteem</b><br/> <b>2.2.1 Compare</b> the effects of high and low self-esteem on health.<br/> <b>2.2.2 Describe</b> the changes in self-esteem that can occur as people age.</p> | <p>Personality<br/> Psychologist<br/> Modeling<br/> Peer group<br/> Identity</p> <p>Self-esteem<br/> Self-actualization<br/> Hierarchy of needs</p> | <p>NHES: 1.12.4, 2.12.1, 2.12.2, 2.12.3, 2.12.7</p> <p>NHES: 2.12.1, 2.12.4, 2.12.7, 2.12.8, 5.12.1, 5.12.2</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 2 Review, p. 52</p> <p><b>Computer Test Bank</b><br/> Chapter 2 Test</p> <p><b>Student Edition</b><br/> Standardized Test Prep, p. 53</p> <p><b>Teaching Resources:</b><br/> Section 2-1 Quiz<br/> Section 2-2 Quiz</p> | <p><b>Books:</b><br/> Prentice Hall Health Chapter 2</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education Teens Talk Video “Being Yourself”</p> | <p>3.5 days</p> <p>Warm-Up, p. 30<br/> Guided Reading 2-1<br/> Teaching Transparency W5<br/> Practice 2-1<br/> Section 2-1 Quiz</p> <p>Warm-Up, p. 36<br/> Note Taking Guide 2-2<br/> Teaching Transparencies W6, 6<br/> Practicce 2-2<br/> Section 2-2 Quiz</p> |

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|---|---|---|---|--|---|
| <p><b>2.2.3 Identify</b> ways to achieve and maintain high self-esteem.</p> <p><b>2.2.4 Summarize</b> Maslow's theory of self-actualization.</p> <p><b>Building Health Skills: Expressing Anger in Healthy Ways</b><br/> <b>BHS.2 Implement</b> a plan to evaluate and improve personal strategies for expressing anger.</p> <p><b>Section 3: Expressing Your Emotions</b><br/> <b>2.3.1 Identify</b> four primary emotions and three learned emotions.<br/> <b>2.3.3 Explain</b> why it is important to recognize your emotions.<br/> <b>2.3.3 Distinguish</b> helpful from harmful coping strategies.</p> | <p>Emotion<br/> Primary emotion<br/> Grief<br/> Learned emotion<br/> Coping strategy<br/> Defense mechanism</p> | <p>NHES: 4.12.1, 4.12.3, 6.12.1, 6.12.2, 6.12.3, 7.12.3</p> <p>NHES: 2.12.2, 2.12.5, 2.12.7, 4.12.1</p> | <p>Section 2-3 Quiz</p>   |  | <p>Practice the Skill, p.43<br/> Building Health Skills 2</p> <p>Warm-Up, p. 44<br/> Media Wise News Content and Emotions, p.47<br/> Note Taking Guide 2-3<br/> Teaching Transparencies W7, 7<br/> Practice 2-3<br/> Section 2-3 Quiz</p> |
| <p><b>Chapter 3: Managing Stress</b></p> <p><b>Section 1: What Causes Stress?</b><br/> <b>3.1.1 Describe</b> what causes a person to experience stress.<br/> <b>3.1.2 Identify</b> four general types of stressors.</p> <p><b>Section 2: How Stress Affects Your Body</b><br/> <b>3.2.1 List</b> in order the three</p>   | <p>Stress<br/> Eustress<br/> Distress<br/> Stressor<br/> Catastrophe</p> <p>Flight-or-flight response</p>       | <p>NHES: 1.12.3, 2.12.4, 2.12.10, 6.12.1</p> <p>NHES: 1.12.2,</p>                                       | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 3 Review, p. 78</p> <p><b>Computer Test Bank</b><br/> Chapter 3 Test</p> | <p><b>Books:</b><br/> Prentice Hall Health Chapter 3</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education Teens Talk Video "Stressed Out"</p> | <p>3 days</p> <p>Warm-Up, p. 56<br/> Note Taking Guide 3-1<br/> Teaching Transparency W8<br/> Practice 3-1<br/> Section 3-1 Quiz</p> <p>Warm-Up, p. 60<br/> Note Taking Guide 3-2</p>   |

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|--|---|--|--|---|--|
| <b>Disorders and Suicide</b><br><br><b>Section 1: Mental Disorders</b><br><b>4.1.1 Explain</b> how mental disorders are recognized.<br><b>4.1.2 Identify</b> four causes of mental disorders.<br><b>4.1.3 Describe</b> five types of anxiety disorders and four other types of mental disorders. | Mental disorder<br>Anxiety<br>Anxiety disorder<br>Phobia<br>Obsession<br>Compulsion<br>Mood disorder<br>Depression<br>Schizophrenia<br>Personality disorder | NHES: 1.12.4, 2.12.6, 3.12.2                                 | Anecdotal Record<br><br>Rubric of Effort and Participation<br><br><b>Chapter Review and Assessment:</b><br>Student Edition Chapter 4 Review, p. 106<br><br><b>Computer Test Bank</b><br>Chapter 4 Test | Prentice Hall Health Chapter 4<br><br>Prentice Hall Health Teaching Resources<br><br><b>Videos:</b><br><br>Discovery Education Teens Talk Video “Starving for Control”<br><br><b>Careers Section</b> , p. 108-109 | Warm-Up, p. 82<br>Technology & Health Virtual Reality and Phobias, p. 89<br>Note Taking guide 4-1<br>Teaching transparency W12<br>Practice 4-1<br>Section 4-1 Quiz |
| <b>Section 2: Eating Disorders</b><br><b>4.2.1 Identify</b> health risks associated with anorexia.<br><b>4.2.2 Explain</b> the relationship between bulimia and dieting.<br><b>4.2.3 List</b> the main health risks of binge eating disorder.  | Eating disorder<br>Anorexia nervosa<br>Bulimia<br>Binge eating disorder   | NHES: 1.12.2, 2.12.5, 2.12.7, 3.12.2, 3.12.4                 | <b>Student Edition</b><br>Standardized Test Prep, p. 107<br><br><b>Teaching Resources:</b><br>Section 4-1 Quiz<br>Section 4-2 Quiz<br>Section 4-3 Quiz<br>Section 4-4 Quiz                             |   | Warm-Up, p. 90<br>Media Wise Body Image and Magazines, p. 91<br>Note Taking Guide 4-2<br>Teaching Transparency W13<br>Practice 4-2<br>Section 4-2 Quiz             |
| <b>Section 3: Depression and Suicide</b><br><b>4.3.1 Explain</b> why it is important to identify and treat clinical depression.<br><b>4.3.2 Explain</b> why individuals might deliberately injure themselves.<br><b>4.3.3 Describe</b> one major risk factor for suicide.                        | Clinical depression<br>Cutting<br>Suicide<br>Cluster suicides   | NHES: 1.12.6, 2.12.3, 2.12.4, 3.12.3, 3.12.4, 4.12.4, 7.12.1 |  |   | Warm-Up, p. 94<br>Note Taking Guide 4-3<br>Teaching Transparencies W14, 10, 11<br>Practice 4-3<br>Section 4-3 Quiz   |
| <b>Building Health Skills: Dealing With Setbacks</b><br><b>BHS.4</b> Develop a plan for dealing with setbacks.   |   | NHES: 5.12.4, 6.12.2, 6.12.3, 7.12.2                         |  |   | Practice the Skill, p. 101<br>Building Health Skills 4   |

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|---|---|--|---|--|---|
| <b>Section 4: Treating Mental Disorders</b><br><b>4.4.1 List</b> reasons that might prevent a person from seeking help for a mental disorder.<br><b>4.4.2 Identify</b> four types of mental health professionals.<br><b>4.4.3 Describe</b> some general types of treatment for mental disorders.  | Psychiatrist<br>Neurologist<br>Clinical psychologist<br>Psychiatric social worker<br>Therapy  | NHES: 1.12.6,<br>1.12.7, 2.12.7,<br>2.12.8, 3.12.4   |   |  | Warm-up, p. 102<br>Note Taking Guide 4-4<br>Teaching Transparencies W15<br>Practice 4-4<br>Section 4-4 Quiz   |
| <b>Chapter 5: Family Relationships</b><br><br><b>Section 1: Families Today</b><br><b>5.1.1 Explain</b> why healthy family relationships are important.<br><b>5.1.2 Identify</b> three main factors that have changed the form of families.<br><b>5.1.3 Describe</b> some family forms that exist today.<br><b>5.1.4 Summarize</b> the division of responsibilities within a family.<br><br><b>Section 2: Family Problems</b><br><b>5.2.1 List</b> some causes of stress in families.<br><b>5.2.2 Describe</b> three types of abuse that can happen in families.<br><b>5.2.3 Explain</b> what problems runways are likely to have. | Divorce<br>Nuclear family<br>Adoption<br>Single-parent family<br>Extended family<br>Blended family<br>Foster family<br>Socialization<br><br>Separation<br>Domestic abuse<br>Physical abuse<br>Sexual abuse<br>Emotional abuse<br>Neglect<br>Runaway | NHES: 2.12.1,<br>2.12.2, 2.12.6,<br>2.12.7<br><br><br><br><br><br><br><br><br><br>NHES: 2.12.1,<br>3.12.2, 2.12.4,<br>7.12.1, 8.12.4 | Observation<br><br>Anecdotal Record<br><br>Rubric of Effort and Participation<br><br><b>Chapter Review and Assessment:</b><br>Student Edition Chapter 5 Review, p. 132<br><br><b>Computer Test Bank</b><br>Chapter 5 Test<br><br><b>Student Edition</b><br>Standardized Test Prep, p. 133<br><br><b>Teaching Resources:</b><br>Section 5-1 Quiz<br>Section 5-2 Quiz<br>Section 5-3 Quiz<br>Section 5-4 Quiz | <b>Books:</b><br>Prentice Hall Health Chapter 5<br><br>Prentice Hall Health Teaching Resources<br><br><b>Videos:</b><br>Discovery Education Teens Talk Video | 3 days<br><br><br>Warm-Up, p. 112<br>Technology & Health How's Your Driving?, p. 118<br>Note Taking Guide 5-1<br>Teaching Transparency W16<br>Practice 5-1<br>Section 5-1 Quiz<br><br><br>Warm-Up, p. 119<br>Note Taking Guide 5-2<br>Teaching Transparencies W17, 12<br>Practice 5-2<br>Section 5-2 Quiz |

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|--|---|---|--|--|---|
| <p><b>Building Health Skills: Using Win-Win Negotiation</b><br/> <b>BHS.5 Demonstrate</b> how win-win negotiation can be used to resolve conflicts in families.</p> <p><b>Section 3 Keeping the Family Healthy</b><br/> <b>5.3.1 List</b> some characteristics of healthy families.<br/> <b>5.3.2 Describe</b> four skills families need to stay healthy.<br/> <b>5.3.3 Identify</b> places where families can go for help with their problems.</p>  | <p>Empathy<br/> Sibling<br/> Support group</p>  | <p>NHES: 4.12.1, 4.12.2, 4.12.3</p> <p>NHES: 2.12.1, 3.12.3, 3.12.4, 4.12.1, 4.12.3, 5.12.3, 8.12.3</p> |  |  | <p>Practice the Skill, p. 125<br/> Building Health Skills 5</p> <p>Warm-Up, p. 126<br/> Hands-On Activity Group Juggling, p. 129<br/> Note Taking Guide 5-3<br/> Teaching Transparency W18<br/> Practice 5-3<br/> Section 5-3 Quiz</p>  |
| <p><b>Chapter 6: Building Healthy Peer Relationships</b></p> <p><b>Section 1: Skills for Healthy Relationships</b><br/> <b>6.1.1 Describe</b> four skills that contribute to effective communication.<br/> <b>6.1.2 Explain</b> how cooperation and comprise help build healthy relationships.</p> <p><b>Section 2: Friendships</b><br/> <b>6.2.1 Explain</b> the importance of having friends.<br/> <b>6.2.2 Distinguish</b> different types of friendships.<br/> <b>6.2.3 Describe</b> some problems that occur in</p> | <p>Communication<br/> “I” message<br/> Active listening<br/> Passive<br/> Aggressive<br/> Body language<br/> Eye contact<br/> Cooperation<br/> Compromise</p> <p>Friendship<br/> Gender roles<br/> Cliques<br/> Peer pressure</p> | <p>NHES: 4.12.1, 4.12.2, 4.12.3, 8.12.2</p> <p>NHES: 2.12.2, 2.12.3, 2.12.5, 8.12.2, 8.12.3</p>         | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 6 Review, p. 158</p> <p><b>Computer Test Bank</b><br/> Chapter 6 Test</p> <p><b>Student Edition</b><br/> Standardized Test Prep, p. 159</p> <p><b>Teaching Resources:</b><br/> Section 6-1 Quiz<br/> Section 6-2 Quiz</p> | <p><b>Books:</b><br/> Prentice Hall Health Chapter 6</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education Teens Talk Video<br/> “Choosing Abstinence”</p> | <p>3 days</p> <p>Warm-up, p. 136<br/> Note Taking Guide 6-1<br/> Teaching Transparencies W19, 13<br/> Practice 6-1<br/> Section 6-1 Quiz</p> <p>Warm-up, p. 141<br/> Media Wise Gender Roles and Movies, p. 143<br/> Note Taking Guide 6-2<br/> Teaching Transparency W20<br/> Practice 6-2<br/> Section 6-2 Quiz</p> |



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| <p>friendships.</p> <p><b>Building Health Skills: Supporting a Friend</b><br/> <b>BHS.6</b> Develop strategies for providing support to friends.</p> <p><b>Section 3: Responsible Relationships</b><br/> <b>6.3.1 List</b> some things you can learn about a person by dating.<br/> <b>6.3.2 Describe</b> the cycle of violence.</p> <p><b>Section 4: Choosing Abstinence</b><br/> <b>6.4.1 Identify</b> some risks of sexual intimacy.<br/> <b>6.4.2 Explain</b> why emotional intimacy is important in close relationships.<br/> <b>6.4.3 List</b> some skills that can help you choose abstinence.</p> | <p>Infatuation<br/> Dating violence<br/> Date rape</p> <p>Emotional intimacy<br/> Abstinence</p>   | <p>NHES: 4.12.2,<br/> 4.12.4, 7.12.1,<br/> 8.12.2</p> <p>NHES: 1.12.5,<br/> 2.12.7, 2.12.8,<br/> 7.12.1</p> <p>NHES: 2.12.9,<br/> 4.12.1, 4.12.2,<br/> 5.12.1, 5.12.6,<br/> 6.12.2, 7.12.3</p> | <p>Section 6-3 Quiz<br/> Section 6-4 Quiz</p>  |   | <p>Practice the Skill, p. 147<br/> Building Health Skills 6</p> <p>Warm-up, p. 148<br/> Note Taking Guide 6-3<br/> Teaching Transparencies W21, 14<br/> Practice 6-3<br/> Section 6-3 Quiz</p> <p>Warm-up, p. 152<br/> Note Taking Guide 6-4<br/> Teaching Transparency W22<br/> Practice 6-4<br/> Section 6-4 Quiz</p> |
| <p><b>Chapter 7: Preventing Violence</b></p> <p><b>Section 1: What is Violence?</b><br/> <b>7.1.1 Describe</b> all of the costs related to violence.<br/> <b>7.1.2 Identify</b> five risk factors for violence.</p> <p><b>Section 2: Violence in Schools</b><br/> <b>7.2.1 Explain</b> the relationship between</p>   | <p>Violence<br/> Homicide<br/> Victim<br/> Assailant<br/> Territorial gang</p> <p>Harassment<br/> Bullying<br/> Cyber bullying<br/> Hazing</p> | <p>NHES: 1.12.9,<br/> 2.12.1, 2.12.3,<br/> 2.12.5, 2.12.9</p> <p>NHES: 2.12.3,<br/> 2.12.4, 2.12.6,<br/> 5.12.6</p>  | <p>Observation<br/> Anecdotal Record<br/> Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 7 Review, p. 186</p> <p><b>Computer Test Bank</b><br/> Chapter 7 Test</p> | <p><b>Books:</b><br/> Prentice Hall Health Chapter 7</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education Teens Talk Video “Bully Proof”</p> | <p>3.5 days</p> <p>Warm-up, p. 162<br/> Media Wise Violence in Video Games, p. 165<br/> Note Taking Guide 7-1<br/> Teaching Transparency W23<br/> Practice 7-1<br/> Section 7-1 Quiz</p> <p>Warm-up, p. 168<br/> Note Taking Guide 7-2<br/> Teaching Transparencies W24, 15</p>   |

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| Essential Concepts  | Essential Vocabulary  | Standards   | Assessments   | Instructional Resources                                       | Instructional Considerations  |
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| <p>harassment and the use of weapons at school.<br/> <b>7.2.2 Describe</b> effective ways to reduce bullying, hazing, sexual harassment, and hate violence in schools.</p> <p><b>Section 3: How Fights Start</b><br/> <b>7.3.1 Explain</b> how anger and a desire for revenge can lead to fights.<br/> <b>7.3.2 Describe</b> the role that friends and bystanders play in fights.<br/> <b>7.3.3 Explain</b> the relationship between a need for control and violence.</p> <p><b>Building Health Skills: Mediating a Conflict</b><br/> <b>BHS.7 Develop the ability to use</b> mediation to help resolve a conflict peacefully.</p> <p><b>Section 4: Preventing Fights</b><br/> <b>7.4.1 Describe</b> two general approaches for resolving conflicts.<br/> <b>7.4.2 Explain</b> why safety should be a person's first concern in any conflict.</p> | <p>Sexual harassment<br/> Hate violence<br/> Prejudice<br/> Stereotype<br/> Intolerance<br/> Discrimination<br/> Vandalism</p> <p>Escalate<br/> Instigator</p> <p>Mediation</p> | <p>NHES: 1.12.8, 1.12.9, 2.12.3, 2.12.7</p> <p>NHES: 4.12.3, 4.12.4, 5.12.4, 8.12.2</p> <p>NHES: 4.12.3, 4.12.4, 5.12.4, 8.12.2</p> <p>NHES: 1.12.5, 4.12.3, 4.12.4, 6.12.1, 8.12.2</p> | <p><b>Student Edition</b><br/> Standardized Test Prep, p. 187</p> <p><b>Teaching Resources:</b><br/> Section 7-1 Quiz<br/> Section 7-2 Quiz<br/> Section 7-3 Quiz<br/> Section 7-4 Quiz</p> |   | <p>Practice 7-2<br/> Section 7-2 Quiz</p> <p>Warm-up, p. 174<br/> Note Taking Guide 7-3<br/> Teaching Transparency W25<br/> Practice 7-3<br/> Section 7-3 Quiz</p> <p>Practice the Skill, p. 179<br/> Building Health Skills 7</p> <p>Warm-up, p. 180<br/> Note Taking Guide 7-4<br/> Teaching Transparency W26<br/> Practice 7-4<br/> Section 7-4 Quiz</p> |
| <p><b>Chapter 8: Food and Nutrition</b></p> <p><b>Section 1:</b></p>  | Nutrient  |   | <p>Observation</p> <p>Anecdotal Record</p>  | <p><b>Books:</b><br/> Prentice Hall Health<br/> Chapter 8</p> | 3.5 days  |

## ASD Academic Plan

| Essential Concepts  | Essential Vocabulary  | Standards   | Assessments   | Instructional Resources   | Instructional Considerations  |
|---|---|---|---|---|---|
| <p><b>Carbohydrates, Fats, and Proteins</b><br/> <b>8.1.1 Name</b> the three classes of nutrients that supply your body with energy.<br/> <b>8.1.2 Explain</b> how the body obtains energy from foods.<br/> <b>8.1.3 Describe</b> the roles that carbohydrates, fats, and protein play in your body.</p> <p><b>Building Health Skills: Breaking a Bad Habit</b><br/> <b>BHS.8 Implement</b> a plan for replacing an unwanted habit with a new, positive behavior.</p> <p><b>Section 2: Vitamins, Minerals, and Water</b><br/> <b>8.2.1 Identify</b> the two main classes of vitamins.<br/> <b>8.2.2 List</b> seven minerals your body needs in significant amounts.<br/> <b>8.2.3 Explain</b> why water is so important to your body.</p> <p><b>Section 3: Guidelines for Healthful Eating</b><br/> <b>8.3.1 Explain</b> how the <i>Dietary Guidelines for Americans</i> can help you plan a healthful diet.<br/> <b>8.3.2 Summarize</b> the recommendations in the MyPyramid plan.</p> | <p>Metabolism<br/> Calorie<br/> Carbohydrate<br/> Fiber<br/> Fat<br/> Unsaturated fat<br/> Saturated fat<br/> Cholesterol<br/> Trans fat<br/> Protein<br/> Amino acid</p> <p>Vitamin<br/> Antioxidant<br/> Mineral<br/> Anemia<br/> Homeostasis<br/> Electrolyte<br/> Dehydration</p> <p><i>Dietary Guidelines for Americans</i><br/> Nutrient-dense food<br/> MyPyramid plan</p> | <p>NHES: 1.12.1, 2.12.4, 6.12.1, 7.12.2</p> <p>NHES: 6.12.1, 6.12.2, 6.12.3, 6.12.4</p> <p>NHES: 1.12.1, 3.12.1, 3.12.2</p> <p>NHES: 1.12.1, 2.12.1, 2.12.7, 3.12.5, 6.12.1</p> | <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 8 Review, p. 216</p> <p><b>Computer Test Bank</b><br/> Chapter 8 Test</p> <p><b>Student Edition</b><br/> Standardized Test Prep, p. 217</p> <p><b>Teaching Resources:</b><br/> Section 8-1 Quiz<br/> Section 8-2 Quiz<br/> Section 8-3 Quiz</p> | <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education<br/> Teens Talk Video<br/> “Food For Thought”</p> | <p>Warm-up, p. 192<br/> Hands-On Activity Which Foods Contain Fats? p. 197<br/> Note Taking Guide 86-1<br/> Teaching Transparencies W27, 16<br/> Practice 8-1<br/> Section 8-1 Quiz</p> <p>Practice the Skill, p. 201<br/> Building Health Skills 8</p> <p>Warm-up, p. 202<br/> Note Taking Guide 8-2<br/> Teaching Transparency W28<br/> Practice 8-2<br/> Section 8-2 Quiz</p> <p>Warm-up, p. 210<br/> Note Taking Guide 8-3<br/> Teaching Transparencies W29, 17<br/> Practice 8-3<br/> Section 8-3 Quiz</p> |

## ASD Academic Plan

| Essential Concepts   | Essential Vocabulary  | Standards   | Assessments  | Instructional Resources   | Instructional Considerations  |
|--|---|---|--|---|---|
| <p><b>Chapter 9: Making Healthy Food Choices</b></p> <p><b>Section 1: Choosing Food Wisely</b><br/> <b>9.1.1 Summarize</b> three main reasons why you eat.<br/> <b>9.1.2 Analyze</b> the information contained on food labels.</p> <p><b>Building Health Skills: Reading a Food Label</b><br/> <b>BHS.9 Evaluate</b> the information contained on a food label.</p> <p><b>Section 2: Safely Managing Your Weight</b><br/> <b>9.2.1 Examine</b> how heredity, activity level, and body composition influence a person's weight.<br/> <b>9.2.2 Calculate</b> your body mass index.<br/> <b>9.2.3 Identify</b> health problems associated with being overweight and underweight.<br/> <b>9.2.4 Summarize</b> strategies for losing or gaining weight.</p> <p><b>Section 3: Nutrition for Individual Needs</b><br/> <b>9.3.1 Examine</b> how diabetics, vegetarians, people with food sensitivities, and athletes can meet their nutritional</p> | <p>Hunger<br/>Appetite<br/>Basal metabolic rate<br/>Daily Values</p> <p>Body composition<br/>Body mass index<br/>Overweight<br/>Obesity<br/>Underweight<br/>Fad diet</p> <p>Vegetarian<br/>Vegan<br/>Food allergy<br/>Food intolerance<br/>Carbohydrate loading</p> | <p>NHES: 2.12.2, 2.12.3, 2.12.5, 2.12.10, 3.12.1</p> <p>NHES: 2.12.10, 3.12.1, 3.12.2, 7.12.2</p> <p>NHES: 1.12.4, 1.12.8, 2.12.5, 2.12.7</p> <p>NHES: 1.12.1, 1.12.5, 8.12.2</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/>Student Edition Chapter 9 Review, p. 239</p> <p><b>Computer Test Bank</b><br/>Chapter 9 Test</p> <p><b>Student Edition</b><br/>Standardized Test Prep, p. 239</p> <p><b>Teaching Resources:</b><br/>Section 9-1 Quiz<br/>Section 9-2 Quiz<br/>Section 9-3 Quiz</p> | <p><b>Books:</b><br/>Prentice Hall Health Chapter 8</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/>Discovery Education Teens Talk Video</p> | <p>3 days</p> <p>Warm-up, p. 220<br/>Note Taking Guide 9-1<br/>Teaching Transparencies W30, 18<br/>Practice 9-1<br/>Section 9-1 Quiz</p> <p>Practice the Skill, p. 225<br/>Building Health Skills 9<br/>Teaching Transparency 19</p> <p>Warm-up, p. 226<br/>Media Wise Evaluating Diet Plans, p. 230<br/>Note Taking Guide 9-2<br/>Teaching Transparencies W31, 20<br/>Practice 9-2<br/>Section 9-2 Quiz</p> <p>Warm-up, p. 233<br/>Note Taking Guide 9-3<br/>Teaching Transparency W32<br/>Practice 9-3<br/>Section 9-3 Quiz</p> |

## ASD Academic Plan

| Essential Concepts  | Essential Vocabulary  | Standards   | Assessments   | Instructional Resources   | Instructional Considerations   |
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| needs.  |   |   |   |   |  |
| <p><b>Chapter 10: Digestion and Excretion</b></p> <p><b>Section 1: Your Digestive System</b><br/> <b>10.1.1 Describe</b> the three main functions of the digestive system.<br/> <b>10.1.2 Identify</b> the organs of the digestive system and their functions.</p> <p><b>Section 2 Keeping Your Digestive System healthy</b><br/> <b>10.2.1 Identify</b> behaviors that keep your digestive system healthy.<br/> <b>10.2.2 Evaluate</b> whether you practice proper food safety methods.</p> <p><b>Building Health Skills: Thinking Critically About Health News</b><br/> <b>BHS.10 Evaluate</b> current health information in newspapers and magazines.</p> <p><b>Section 3: Your Excretory System</b><br/> <b>10.3.1 Identify</b> the organs of excretion in the body and their functions.<br/> <b>10.3.2 Explain</b> how the kidneys remove wastes from the blood and produce urine.<br/> <b>10.3.3 Describe</b> behaviors</p> | <p>Digestion enzyme<br/> Absorption<br/> Pharynx<br/> Epiglottis<br/> Peristalsis<br/> Chime<br/> Bile<br/> Gallbladder<br/> Villi</p> <p>Foodborne illness<br/> Cross-contamination</p> <p>Excretion<br/> Urea<br/> Kidney<br/> Urine<br/> Nephron<br/> Glomerulus<br/> Dialysis</p> | <p>NHES: 2.12.6, 3.12.3</p> <p>NHES: 1.12.1, 1.12.5, 7.12.2, 7.12.3</p> <p>NHES: 2.12.5, 3.12.1, 3.12.2, 5.12.1, 5.12.2</p> <p>NHES: 1.12.1, 2.12.4</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 10 Review, p. 260</p> <p><b>Computer Test Bank</b><br/> Chapter 10 Test</p> <p><b>Student Edition</b><br/> Standardized Test Prep, p. 261</p> <p><b>Teaching Resources:</b><br/> Section 10-1 Quiz<br/> Section 10-2 Quiz<br/> Section 10-3 Quiz</p> | <p><b>Books:</b><br/> Prentice Hall Health Chapter 10</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education Teens Talk Video “Feeding the Need”</p> | <p>2.5 days</p> <p>Warm-up, p. 242<br/> Hands-On Activity Enzymes in Action, p. 244<br/> Technology &amp; Health Lights, Pill Camera, Action!, p. 247<br/> Note Taking Guide 10-1<br/> Teaching Transparencies W33, 21,22<br/> Practice 10-1<br/> Section 10-1 Quiz</p> <p>Warm-up, p. 248<br/> Note Taking Guide 10-2<br/> Teaching Transparency W34<br/> Practice 10-2<br/> Section 10-2 Quiz</p> <p>Practice the Skill, p. 253<br/> Building Health Skills 10</p> <p>Warm-up, p. 254<br/> Note Taking Guide 10-3<br/> Teaching Transparencies W35, 23<br/> Practice 10-3<br/> Section 10-3 Quiz</p> |

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| Essential Concepts  | Essential Vocabulary  | Standards  | Assessments  | Instructional Resources   | Instructional Considerations |
|---|---|--|--|---|------------------------------|
| that can keep your excretory system healthy.  |   |  |  |   |                              |
| <b>Chapter 11: Movement and Coordination</b><br><br><b>Section 1: Your Skeletal System</b><br><b>11.1.1. Identify</b> the five main roles of the skeletal system.<br><b>11.1.2 Describe</b> the functions of bones and joints.<br><b>11.1.3 Explain</b> how you can keep your skeletal system healthy.<br><br><b>Section 2: Your Muscular System</b><br><b>11.2.1 Describe</b> the functions of the three types of muscles.<br><b>11.2.2. Explain</b> how you can keep your muscular system healthy.<br><br><b>Building Health Skills: Warming Up, Stretching, and Cooling Down</b><br><b>BHS.11 Identify</b> warm-up, stretching, and cool-down exercises to prevent muscle injuries.<br><br><b>Section 3: Your nervous System</b><br><b>11.3.1 Explain</b> the functions of the nervous system and the role of neurons. | Joint<br>Cartilage<br>Ossification<br>Marrow<br>Ligament<br>Osteoporosis<br>Fracture<br>Sprain<br>Dislocation<br>Scoliosis<br><br>Smooth muscle<br>Cardiac muscle<br>Skeletal muscle<br>Tendon<br>Muscle tone<br>Atrophy<br>Anabolic steroid<br>Strain<br>Tendonitis<br><br>Neuron<br>Cerebrum<br>Cerebellum<br>Brain stem<br>Spinal cord<br>Reflex | NHES: 1.12.1, 1.12.5, 2.12.6, 6.12.1, 7.12.2, 8.12.4<br><br>NHES: 1.12.1, 1.12.5, 1.12.8, 7.12.3<br><br>NHES: 1.12.5, 7.12.3<br><br>NHES: 1.12.1, 1.12.5, 7.12.1, 7.12.3 | Observation<br><br>Anecdotal Record<br><br>Rubric of Effort and Participation<br><br><b>Chapter Review and Assessment:</b><br>Student Edition Chapter 11 Review, p. 288<br><br><b>Computer Test Bank</b><br>Chapter 11 Test<br><br><b>Student Edition</b><br>Standardized Test Prep, p. 289<br><br><b>Teaching Resources:</b><br>Section 11-1 Quiz<br>Section 11-2 Quiz<br>Section 11-3 Quiz | <b>Books:</b><br>Prentice Hall Health Chapter 11<br><br>Prentice Hall Health Teaching Resources<br><br><b>Videos:</b><br>Discovery Education Teens Talk Video “The Risks of Steriods”<br><br>Warm-up, p. 266<br>Note Taking Guide 11-1<br>Teaching Transparencies W36, 24, 25<br>Practice 11-1<br>Section 11-1 Quiz<br><br>Warm-up, p. 272<br>Note Taking Guide 11-2<br>Teaching Transparencies W37, 26<br>Practice 11-2<br>Section 11-2 Quiz<br><br>Practice the Skill, p. 276<br>Building Health Skills 11<br><br>Warm-up, p. 278<br>Hands-On Activity Mixed Messages, p. 281<br>Note Taking Guide 11-3<br>Teaching Transparencies W38, 27, 28, 29<br>Practice 11-3 | 3.5 days                     |

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# ASD Academic Plan

| Essential Concepts   | Essential Vocabulary  | Standards  | Assessments  | Instructional Resources  | Instructional Considerations   |
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| <b>Section 3: Respiratory Health</b><br><b>12.3.1 List</b> the functions of the respiratory system.<br><b>12.3.2 Describe</b> how air travels through your respiratory system, and how you breathe.<br><b>12.3.3 Identify</b> ways to keep the respiratory system healthy.   | Alveoli<br>Diaphragm<br>Asthma<br>Bronchitis<br><b>CPR</b>  | NHES: 1.12.1, 1.12.3, 7.12.2   |  |  | Note Taking Guide 6-3<br>Teaching Transparencies W21, 14<br>Practice 6-3<br><b>CPR Anytime Instruction (Training can be conducted in a group with a facilitator (peer, staff, or faculty))</b><br>Section 6-3 Quiz |
| <b>Chapter 13: Exercise and Lifelong Fitness</b><br><br><b>Section 1: The Importance of Physical Activity</b><br><b>123.1.1. Explain</b> some of the physical, psychological, and social benefits of physical activity.<br><b>13.1.2 Define</b> the five components of fitness.<br><b>13.1.3 Describe</b> five types of physical activity.<br><br><b>Building Health Skills: Assessing Flexibility, Muscular Strength, and Endurance</b><br><b>BHS.13 Demonstrate</b> healthful behaviors by assessing levels of flexibility, muscular strength, and muscular endurance. | Physical activity<br>Endorphins<br>Physical fitness<br>Body composition<br>Aerobic exercise<br>Anaerobic exercise<br>Isometric exercise<br>Isotonic exercise<br>Isokinetic exercise | NHES: 1.12.1, 1.12.2, 3.12.3<br><br><br><br><br><br><br><br><br><br><br>NHES: 6.12.1, 6.12.2 | Observation<br><br>Anecdotal Record<br><br>Rubric of Effort and Participation<br><br><b>Chapter Review and Assessment:</b><br>Student Edition Chapter 13 Review, p. 338<br><br><b>Computer Test Bank</b><br>Chapter 13 Test<br><br><b>Student Edition</b><br>Standardized Test Prep, p. 339<br><br><b>Teaching Resources:</b><br>Section 13-1 Quiz<br>Section 13-2 Quiz<br>Section 13-3 Quiz | <b>Books:</b><br>Prentice Hall Health Chapter 13<br><br>Prentice Hall Health Teaching Resources<br><br><b>Videos:</b><br>Discovery Education Teens Talk Video “Fit For Life” | 3.5 days<br><br><br>Warm-up, p. 316<br>Note Taking Guide 13-1<br>Teaching Transparencies W42, 33<br>Practice 13-1<br>Section 13-1 Quiz<br><br><br>Practice the Skill, p. 323<br>Building Health Skills 13          |
| <b>Section 2: Setting Goals for Lifelong Fitness</b>   | Lifelong fitness<br>FITT formula  | NHES: 1.12.7, 2.12.6, 6.12.1,  |  |  | Warm-up, p. 324<br>Technology & Health Out on a Limb, p.   |



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| <b>Essential Concepts</b>   | <b>Essential Vocabulary</b>  | <b>Standards</b>  | <b>Assessments</b>  | <b>Instructional Resources</b>  | <b>Instructional Considerations</b>  |
|---|--|---|---|---|--|
| <p><b>13.2.1 Develop</b> a plan for achieving lifelong fitness.<br/> <b>13.2.2 Describe</b> the three phases of exercise.</p> <p><b>Section 3: Physical Activity and Safety</b><br/> <b>13.3.1 List</b> five safety considerations related to physical activity.<br/> <b>13.3.2 Evaluate</b> the risk of using substances to enhance performance.<br/> <b>13.3.3 Identify</b> ways to avoid overtraining and prevent sports-related injuries.</p>   | <p>Target heart rate<br/>Cross-training</p> <p>Dehydration<br/>Dietary supplement<br/>Overtraining</p>   | <p>6.12.2, 6.12.3,<br/>6.12.4</p> <p>NHES: 1.12.5,<br/>1.12.8, 2.12.4,<br/>2.12.5, 3.12.1,<br/>3.12.4, 5.12.5,<br/>7.12.1, 7.12.2</p> |   |   | <p>330<br/>Note Taking Guide 13-2<br/>Teaching Transparencies W43, 34<br/>Practice 13-2<br/>Section 13-2 Quiz</p> <p>Warm-up, p. 331<br/>Media Wise Evaluating Exercise Devices, p. 335<br/>Note Taking Guide 13-3<br/>Teaching Transparency W44<br/>Practice 13-3<br/>Section 13-3 Quiz</p>   |
| <p><b>Chapter 14: Personal Care</b></p> <p><b>Section 1: Your Teeth and Gums</b><br/> <b>14.1.1. List</b> the function of teeth and gums.<br/> <b>14.1.2 Identify</b> two structural problems of the teeth and mouth.<br/> <b>14.1.3 Describe</b> ways to prevent teeth and gum problems.</p> <p><b>Section 2: Your Skin, Hair, and Nails</b><br/> <b>14.2.1 Identify</b> the functions of the skin.<br/> <b>14.2.2 Describe</b> behaviors that can keep your skin healthy.<br/> <b>14.2.3 Explain</b> the functions of your hair and</p> | <p>Enamel<br/>Cementum<br/>Dentin<br/>Pulp<br/>Malocclusion<br/>Orthodontist<br/>Halitosis<br/>Plaque<br/>Tarter<br/>Periodontal disease</p> <p>Epidermis<br/>Keratin<br/>Melanin<br/>Dermis<br/>Pore<br/>Follicle<br/>Sebaceous gland<br/>Melanoma<br/>Acne</p> | <p>NHES: 1.12.1,<br/>1.12.5, 6.12.1</p> <p>NHES: 1.12.1,<br/>1.12.5, 1.12.8,<br/>8.12.1</p>   | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/>Student Edition Chapter 14 Review, p. 368</p> <p><b>Computer Test Bank</b><br/>Chapter 14 Test</p> <p><b>Student Edition</b><br/>Standardized Test Prep, p. 369</p> <p><b>Teaching Resources:</b><br/>Section 14-1 Quiz<br/>Section 14-2 Quiz<br/>Section 14-3 Quiz</p> | <p><b>Books:</b><br/>Prentice Hall Health Chapter 14</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/>Discovery Education Teens Talk Video “Taking Care of You”</p> | <p>3.5 days</p> <p>Warm-up, p. 342<br/>Hands-On Activity Sports Drinks, Soft Drinks, and Your Teeth, p. 345<br/>Note Taking Guide 14-1<br/>Teaching Transparencies W45, 35, 36<br/>Practice 14-1<br/>Section 14-1 Quiz</p> <p>Warm-up, p. 347<br/>Note Taking Guide 14-2<br/>Teaching Transparencies W46, 37<br/>Practice 14-2<br/>Section 14-2 Quiz</p> |

## ASD Academic Plan

| Essential Concepts   | Essential Vocabulary   | Standards   | Assessments              | Instructional Resources | Instructional Considerations  |
|--|--|---|--------------------------|-------------------------|---|
| <p>nails and how to care for them.</p> <p><b>Building Health Skills: Recognizing Misleading Claims</b><br/> <b>BHS.14</b> Apply strategies for recognizing misleading claims.</p> <p><b>Section 3: Your Eyes and Ears</b><br/> <b>14.3.1 Explain</b> how your eyes allow you to see.<br/> <b>14.3.2 Identify</b> two ways to keep your eyes healthy.<br/> <b>14.3.3 Explain</b> how your ears allow you to hear and maintain your balance.<br/> <b>14.3.4 Identify</b> ways to keep you ears healthy.</p> <p><b>Section 4: Sleep and Feeling Fit</b><br/> <b>14.4.1 Describe</b> why sleep is important for health.<br/> <b>14.4.2 Explain</b> how circadian rhythms influence the sleep patterns of teens.</p> <p><b>Careers: Physical Fitness</b><br/> Athletic Trainer<br/> Chiropractor<br/> Orthodontist<br/> Respiratory Therapist</p> | <p>Dermatologist<br/>Eczema</p> <p>Cornea<br/>Pupil<br/>Iris<br/>Lens<br/>Retina<br/>Optometrist<br/>Eardrum<br/>Cochlea<br/>Semicircular canals<br/>Audiologist</p> <p>Insomnia<br/>Sleep apnea<br/>Narcolepsy<br/>Circadian rhythm</p> | <p>NHES: 2.12.5, 3.12.1, 3.12.5</p> <p>NHES: 1.12.1, 2.12.6, 3.12.4</p> <p>NHES: 1.12.1, 1.12.7, 6.12.1</p> | <p>Section 14-4 Quiz</p> |                         | <p>Practice the Skill, p. 355<br/>Building Health Skills 14</p> <p>Warm-up, p. 356<br/>Note Taking Guide 14-3<br/>Teaching Transparencies W47, 38, 39<br/>Practice 14-3<br/>Section 14-3 Quiz</p> <p>Warm-up, p. 364<br/>Note Taking Guide 14-4<br/>Teaching Transparencies W48, 40<br/>Practice 14-4<br/>Section 14-4 Quiz</p> |
| <p><b>Quarter 2: Enduring Understanding – Essential Questions</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>   |  |   |                          |                         |   |

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| Essential Concepts   | Essential Vocabulary   | Standards   | Assessments   | Instructional Resources  | Instructional Considerations   |
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| <b>Chapter 24: Safeguarding the Public</b><br><br><b>Section 1: The Healthcare System</b><br><b>24.1.1 Identify</b> the healthcare providers that work together to care for patients.<br><b>24.1.2 Describe</b> different types of healthcare facilities.<br><b>24.1.3 Analyze</b> how technology has affected healthcare.<br><br><b>Section 2: Participating in Your Healthcare</b><br><b>24.2.1 Describe</b> how to choose and participate fully in your healthcare.<br><b>24.2.2 Compare</b> different options for paying for healthcare.<br><br><b>Section 3: Public Health</b><br><b>24.3.1 Summarize</b> the main goal of public health programs today.<br><b>24.3.2 Describe</b> how the United States' public health system is organized.<br><br><b>Building Health Skills: Working in Groups</b><br><b>BHS.24 Develop</b> the skills to work successfully in groups.<br><br><b>Section 4: Global Public</b> | Healthcare system<br>Primary care physician<br>Diagnosis<br>Medical specialist<br>Primary healthcare<br>Outpatient<br>Secondary healthcare<br>Inpatient<br>Tertiary healthcare<br><br>Medical history<br>Physical examination<br>Premium<br>Copayment<br>Deductible<br><br>Public health<br>Quarantine<br>Epidemiology<br>Health code<br>Vital statistics<br><br>Developing nation | NHES: 1.12.6, 2.12.5, 2.12.6, 3.12.2<br><br>NHES: 1.12.6, 2.12.10, 3.12.3, 3.12.5, 7.12.1<br><br>NHES: 1.12.6, 1.12.7, 2.12.10, 3.12.1, 3.12.2, 3.12.3<br><br>NHES: 4.12.1, 4.12.2, 4.12.3, 8.12.3<br><br>NHES: 1.12.3, | Observation<br><br>Anecdotal Record<br><br>Rubric of Effort and Participation<br><br><b>Chapter Review and Assessment:</b><br>Student Edition Chapter 24 Review, p. 660<br><br><b>Computer Test Bank</b><br>Chapter 24 Test<br><br><b>Student Edition</b><br>Standardized Test Prep, p. 661<br><br><b>Teaching Resources:</b><br>Section 24-1 Quiz<br>Section 24-2 Quiz<br>Section 24-3 Quiz<br>Section 24-4 Quiz | <b>Books:</b><br>Prentice Hall Health Chapter 24<br><br>Prentice Hall Health Teaching Resources<br><br><b>Videos:</b><br>Discovery Education Teens Talk Video "Taking Charge of Your Health"<br><br> | 3.5 days<br><br>Warm-up, p. 634<br>Media Wise Evaluating TV Doctors, p. 637<br>Note Taking Guide 24-1<br>Teaching Transparency W85<br>Practice 24-1<br>Section 24-1 Quiz<br><br>Warm-up, p. 641<br>Note Taking Guide 24-2<br>Teaching Transparencies W86, 71, 72<br>Practice 24-2<br>Section 24-2 Quiz<br><br>Warm-up, p. 648<br>Note Taking Guide 24-3<br>Teaching Transparency W87<br>Practice 24-3<br>Section 24-3 Quiz<br><br>Practice the Skill, p. 655<br>Building Health Skills 24<br><br>Warm-up, p. 656 |

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| Essential Concepts  | Essential Vocabulary   | Standards   | Assessments  | Instructional Resources  | Instructional Considerations  |
|---|--|---|--|--|---|
| <p>pollution.<br/> <b>25.2.3 Analyze</b> how government and personal actions can help improve air quality.</p> <p><b>Section 3: Protecting Land and Water</b><br/> <b>25.3.1 Summarize</b> the threats that hazardous wastes pose to human health.<br/> <b>25.3.2 Identify</b> three sources of water pollution.<br/> <b>25.3.3 Describe</b> three solutions for protecting land and water.</p> <p><b>Section 4: Working for Community Health</b><br/> <b>25.4.1 Examine</b> two keys to building a sense of community.<br/> <b>25.4.2 Identify</b> three steps to getting more involved in your community.</p> | <p>Biodegradable waste<br/> Hazardous waste<br/> Landfill<br/> Recycling<br/> Sewage<br/> Runoff<br/> Conservation</p> <p>Civic engagement<br/> Consensus-building</p> | <p>NHES: 1.12.3,<br/> 2.12.10, 3.12.1,<br/> 7.12.1</p> <p>NHES: 2.12.4,<br/> 7.12.1, 8.12.1,<br/> 8.12.2, 8.12.3,<br/> 8.12.4</p> |  |  | <p>Warm-up, p. 677<br/> Hands-On Activity Nontoxic Housecleaning, p. 681<br/> Note Taking Guide 25-3<br/> Teaching Transparency W91<br/> Practice 25-3<br/> Section 25-3 Quiz</p> <p>Warm-up, p. 684<br/> Note Taking Guide 25-4<br/> Teaching Transparency W92<br/> Practice 25-4<br/> Section 25-4 Quiz</p> |
| <p><b>Chapter 26: Preventing Injuries</b></p> <p><b>Section 1: Safety at Home and in Your Community</b><br/> <b>26.1.1 Describe</b> five factors that can help you prevent unintentional injuries.<br/> <b>26.1.2 Identify</b> unintentional injuries that commonly occur in the home.<br/> <b>26.1.3 Summarize</b> ways to</p>   | <p>Unintentional injury<br/> Flammable material<br/> Electrocution<br/> Assault<br/> Rape<br/> Stalker</p>   | <p>NHES: 1.12.5,<br/> 1.12.8, 7.12.3,<br/> 8.12.3</p>   | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 26 Review, p. 132</p> <p><b>Computer Test Bank</b><br/> Chapter 26 Test</p> | <p><b>Books:</b><br/> Prentice Hall Health Chapter 26</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education Teens Talk Video “Playing It Safe”</p> | <p>3.5 days</p> <p>Warm-up, p. 694<br/> Media Wise Internet Safety, p. 700<br/> Note Taking Guide 26-1<br/> Teaching Transparencies W93, 74<br/> Practice 26-1<br/> Section 26-1 Quiz</p>   |

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| Essential Concepts  | Essential Vocabulary   | Standards  | Assessments   | Instructional Resources | Instructional Considerations  |
|---|--|--|---|-------------------------|---|
| <p>stay safe in natural disasters.<br/> <b>26.1.4 Explain</b> how to protect yourself from crime.</p> <p><b>Section 2: Safety at Work and Play</b><br/> <b>26.2.1 Describe</b> how occupational injuries and illnesses can be prevented.<br/> <b>26.2.2 Summarize</b> the four basic guidelines for recreational safety.</p> <p><b>Building Health Skills: Analyzing Risks and Benefits</b><br/> <b>BHS.26 Demonstrate</b> the ability to make decisions by analyzing the risks and benefits of an activity.</p> <p><b>Section 3: Motor Vehicle Safety</b><br/> <b>26.3.1 Identify</b> the skills you need to be a safe driver.<br/> <b>26.3.2 List</b> safety rules you should follow when riding in a school bus.</p> <p><b>Careers: Community Health and Safety</b><br/>           Emergency Medical Technician (EMT)<br/>           Epidemiologist<br/>           Pharmacy Technician<br/>           Environmental Engineer</p> | <p>Occupational injury<br/>           Occupational illness<br/>           Survival floating<br/>           Active supervision<br/>           Capsizing</p> <p>Defensive driving<br/>           Road rage</p> | <p>NHES: 1.12.5, 2.12.9, 2.12.10, 7.12.3, 8.12.2, 8.12.3, 8.12.4</p> <p>NHES: 1.12.7, 5.12.2, 5.12.5, 5.12.7</p> <p>NHES: 1.12.5, 2.12.6, 6.12.2, 6.12.3, 7.12.1, 7.12.3</p> | <p><b>Student Edition</b><br/>           Standardized Test Prep, p. 719</p> <p><b>Teaching Resources:</b><br/>           Section 26-1 Quiz<br/>           Section 26-2 Quiz<br/>           Section 26-3 Quiz<br/>           Section 26-4 Quiz</p> |                         | <p>Warm-up, p. 702<br/>           Note Taking Guide 26-2<br/>           Teaching Transparencies W94, 75, 76<br/>           Practice 26-2<br/>           Section 26-2 Quiz</p> <p>Practice the Skill, p. 711<br/>           Building Health Skills 26</p> <p>Warm-up, p. 712<br/>           Technology &amp; Health A Shocking Tool to the Rescue, p. 716<br/>           Note Taking Guide 26-3<br/>           Teaching Transparency W95<br/>           Practice 26-3<br/>           Section 26-3 Quiz</p> |
| <b>First Aid</b>  |  |  | Observation   | <b>Books:</b>           | 1.5 days  |

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| Essential Concepts   | Essential Vocabulary  | Standards   | Assessments  | Instructional Resources  | Instructional Considerations  |
|--|---|---|--|--|---|
| <p><b>Responding to an Emergency</b><br/> <b>Define</b> the term first aid and discuss what to do in an emergency situation.<br/> <b>Review</b> universal safety precautions and Good Samaritan laws.<br/> <b>Explain</b> why victims need to be monitored closely for signs of shock.</p> <p><b>Choking and Rescue Breathing</b><br/> <b>Identify</b> the universal sign for choking.<br/> <b>Explain</b> how to provide first aid for choking.<br/> <b>Describe</b> how to preform rescue breathing.</p> <p><b>Cardiopulmonary Resuscitation (CPR)</b><br/> <b>Recognition of the emergency.</b><br/> <b>Identify</b> the signs of cardiac arrest.<br/> <b>Describe</b> when it is appropriate to administer CPR.<br/> <b>List</b> the steps for performing CPR.<br/> <b>Provision of high-quality chest compressions</b></p> <p><b>Bone, Joint, and Muscle Injuries</b><br/> <b>Identify</b> the signs of a possible fracture and</p> | <p>Automated External Defibrillator (AED)<br/> Shock<br/> Unconsciousness</p> <p>Choking<br/> Abdominal thrusts<br/> Rescue breathing</p> <p>Cardiac arrest<br/> Cardiovascular Resuscitation (CPR)</p> <p>Fracture<br/> Splint<br/> Deformity<br/> Closed fracture<br/> Open fracture<br/> Strain<br/> Sprain<br/> Dislocation<br/> Muscle cramp</p> | <p>NHES: 1.12.5, 4.12.4, 5.12.2</p> <p>NHES: 1.12.5, 4.12.4, 5.12.2</p> <p>NHES: 1.12.5, 4.12.4, 5.12.2</p> <p>NHES: 1.12.5, 4.12.4, 5.12.2</p> | <p>Demonstration of Skills</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> | <p>Prentice Hall Health First Aid Appendix p. 722-735</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b></p> | <p>Emergency Action Plan, p. 722<br/> Automated External Defibrillator (AED), p. 722<br/> Universal Safety Precautions, p. 723<br/> Shock, p. 723<br/> Good Samaritan Laws, p. 723</p> <p>First Aid for choking in an adult or child, p. 724<br/> Rescue breathing, p. 725</p> <p>Cardiac arrest, p. 726<br/> Cardiovascular Resuscitation (CPR), p. 726-727</p> <p>Fractures, p. 728<br/> Strains and Sprains, p. 729<br/> Dislocations, p. 729<br/> Muscle Cramps, p. 729</p> |

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| Essential Concepts  | Essential Vocabulary   | Standards   | Assessments | Instructional Resources | Instructional Considerations   |
|---|--|---|-------------|-------------------------|--|
| <p>explain how to provide first aid for fractures.</p> <p><b>Describe</b> the symptoms of strains, sprains, dislocations, and muscle cramps.</p> <p><b>Explain</b> how to provide first aid for strains, sprains, dislocations, and muscle cramps.</p> <p><b>Outdoor Emergencies</b><br/> <b>Explain</b> how to recognize and treat frostbite and hypothermia.<br/> <b>Distinguish</b> between heat exhaustion and heat stroke and explain how each is treated.<br/> <b>Summarize</b> strategies for water rescue.</p> <p><b>Bites, Stings and Poisonings</b><br/> <b>Identify</b> the signs of poisonous snakebites and insect stings.<br/> <b>Explain</b> how to provide first aid for poisonous snakebites, insect stings, and animal bites.<br/> <b>Identify</b> the signs that a person has swallowed or inhaled a poison.<br/> <b>Describe</b> first aid for swallowed and inhaled poisons.</p> <p><b>Bleeding and Burns</b><br/> <b>Explain</b> how to provide</p> | <p>Frostbite<br/>Hypothermia<br/>Heat exhaustion<br/>Heat stroke</p> <p>Poisonous<br/>Puncture<br/>Venom</p> <p>Pressure Bandage<br/>First-degree burn<br/>Second-degree burn<br/>Third-degree burn<br/>Radiation burn</p> | <p>NHES: 1.12.5, 4.12.4, 5.12.2</p> <p>NHES: 1.12.5, 4.12.4, 5.12.2</p> <p>NHES: 1.12.5, 4.12.4, 5.12.2</p> |             |                         | <p>Frostbite, p. 730<br/>Hypothermia, p. 730<br/>Heat exhaustion, p. 731<br/>Heat stroke, p. 731<br/>Rescuing a Drowning Victim, p. 731</p> <p>Poisonous Snakebites, p. 732<br/>Insect Stings, p. 732<br/>Animal Bites, p. 732<br/>Poisonings, p. 733</p> <p>Severe Bleeding, p. 734<br/>Nosebleeds, p. 734<br/>Sever Burns, p. 735<br/>Sunburns, p. 735</p> |



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| Essential Concepts   | Essential Vocabulary   | Standards   | Assessments  | Instructional Resources  | Instructional Considerations  |
|--|--|---|--|--|---|
| <p>first aid for sever bleeding.<br/> <b>Describe</b> first aid for nosebleeds.<br/> <b>Compare</b> first-degree, second-degree, and third degree burns.<br/> <b>Describe</b> first aid for a severe burns.<br/> <b>Explain</b> why sunburns are dangerous.</p>  |  |   |  |  |   |
| <p><b>Chapter 15: Alcohol</b></p> <p><b>Section 1: Alcohol is a Drug</b><br/> <b>15.1.1 Describe</b> how alcohol acts as a depressant in the body.<br/> <b>15.1.2 Identify</b> three major factors that influence underage drinking.</p> <p><b>Building Health Skills: Developing Refusal Skills</b><br/> <b>BHS.15 Communicate</b> no in a way that tells others you mean it.</p> <p><b>Section 2: Alcohol's Effects on the Body</b><br/> <b>15.2.1 Summarize</b> the effects of intoxication on the body systems.<br/> <b>15.2.2 List</b> four factors that affect blood alcohol concentration.<br/> <b>15.2.3 Identify</b> three ways that intoxication may lead to death.</p> <p><b>Section 3: Long-Term</b></p> | <p>Drug<br/> Depressant<br/> Fermentation<br/> Zero-tolerance policy</p> <p>Intoxication<br/> Blackout<br/> Blood alcohol concentration (BAC)<br/> Hangover<br/> Driving while intoxicated (DWI)<br/> Overdose<br/> Binge drinking</p> <p>Fetal alcohol syndrome</p> | <p>NHES: 2.12.1, 2.12.3, 2.14.4, 2.12.5, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 6.12.1</p> <p>NHES: 2.12.3, 4.12.2</p> <p>NHES: 1.12.8, 1.12.9, 2.12.9 2.12.10</p> <p>NHES: 1.12.4,</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 15 Review, p. 396</p> <p><b>Computer Test Bank</b><br/> Chapter 15 Test</p> <p><b>Student Edition</b><br/> Standardized Test Prep, p. 397</p> <p><b>Teaching Resources:</b><br/> Section 15-1 Quiz<br/> Section 15-2 Quiz<br/> Section 15-3 Quiz<br/> Section 15-4 Quiz</p> | <p><b>Books:</b><br/> Prentice Hall Health Chapter 2</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education Teens Talk Video "Drinking Dangers"</p> | <p>3.5 days</p> <p>Warm-up, p. 374<br/> Media Wise Gender Sports and Alcohol, p. 376<br/> Note Taking Guide 15-1<br/> Teaching Transparency W49<br/> Practice 15-1<br/> Section 15-1 Quiz</p> <p>Practice the Skill, p. 379<br/> Building Health Skills 15</p> <p>Warm-up, p. 380<br/> Note Taking Guide 15-2<br/> Teaching Transparencies W50, 41, 42<br/> Practice 15-2<br/> Section 15-2 Quiz</p> <p>Warm-up, p. 386</p> |

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| Essential Concepts  | Essential Vocabulary   | Standards  | Assessments   | Instructional Resources  | Instructional Considerations   |
|---|--|--|---|--|--|
| <b>Risks of Alcohol</b><br><b>15.3.1 Identify</b> five serious physical effects of long-term alcohol abuse.<br><b>15.3.2 Describe</b> the three stages of alcoholism.<br><b>15.3.3 List</b> order three steps taken during recovery from alcoholism.<br><br><b>Section 4: Choosing No to Drink</b><br><b>15.4.1 Evaluate</b> how refusal skills help you stick to your decision not to drink.<br><b>15.4.2 Identify</b> two benefits of avoiding situations where alcohol is present. | Cirrhosis<br>Alcoholism<br>Tolerance<br>Dependence<br>Addiction<br>Reverse tolerance<br>Detoxification<br>Withdrawal<br>Rehabilitation<br><br>Refusal skills | 1.12.8, 1.12.9,<br>3.12.3, 3.12.4<br><br><br><br><br><br><br><br><br><br>NHES: 2.12.4,<br>4.12.2, 5.12.1,<br>5.12.2, 5.12.4,<br>5.12.6   |   |  | Note Taking Guide 15-3<br>Teaching Transparency W51<br>Practice 15-3<br>Section 15-3 Quiz<br><br><br><br><br><br><br><br><br><br>Warm-up, p. 392<br>Note Taking Guide 15-4<br>Teaching Transparency W52<br>Practice 15-4<br>Section 15-4 Quiz  |
| <b>Chapter 16: Tobacco</b><br><br><b>Section 1: Teens and Tobacco</b><br><b>16.1.1 Identify</b> three factors that influence teens' decisions about tobacco use.<br><b>16.1.2 Describe</b> the various forms of tobacco products.<br><br><b>Building Health Skills: Examining Advertising Tactics</b><br><b>BHS.16 Develop</b> skills to analyze advertisement messages.<br><br><b>Section 2: Chemicals in Tobacco Products</b>   | Nicotine<br>Smokeless tobacco<br>Chewing tobacco<br>Snuff<br><br><br><br><br><br><br><br><br><br>Stimulant<br>Tar  | NHES: 2.12.1,<br>2.12.3, 2.12.5,<br>2.12.7, 7.12.3<br><br><br><br><br><br><br><br><br><br>NHES: 2.12.5,<br>2.12.7<br><br><br><br><br><br><br><br><br><br>NHES: 1.12.9,<br>3.12.2 | Observation<br><br>Anecdotal Record<br><br>Rubric of Effort and Participation<br><br><b>Chapter Review and Assessment:</b><br>Student Edition Chapter 16 Review, p. 422<br><br><b>Computer Test Bank</b><br>Chapter 16 Test<br><br><b>Student Edition</b><br>Standardized Test Prep, p. 423<br><br><b>Teaching Resources:</b> | <b>Books:</b><br>Prentice Hall Health Chapter 16<br><br>Prentice Hall Health Teaching Resources<br><br><b>Videos:</b><br>Discovery Education Teens Talk Video "Tackling Tobacco" | 3 days<br><br>Warm-up, p. 400<br>Note Taking Guide 16-1<br>Teaching Transparency W53<br>Practice 16-1<br>Section 16-1 Quiz<br><br><br><br><br><br><br><br><br><br>Practice the Skill, p. 405<br>Building Health Skills 16<br><br><br><br><br><br><br><br><br><br>Warm-up, p. 406<br>Note Taking Guide 16-2 |

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|--|--|--|---|--|---|
| <p><b>16.2.1 Explain</b> how nicotine affects the body.</p> <p><b>16.2.2 Identify</b> two other dangerous substances in tobacco smoke.</p> <p><b>16.2.3 Examine</b> why using smokeless tobacco is not a safe alternative to smoking.</p> <p><b>Section 3: Risks of Tobacco Use</b></p> <p><b>16.3.1 Describe</b> the long-term health risks of tobacco use.</p> <p><b>16.3.3 Examine</b> how smoking by a pregnant woman can affect her baby.</p> <p><b>Section 4: Saying No to Tobacco</b></p> <p><b>16.4.1 Examine</b> how refusal skills will help stick with your decision not to use tobacco.</p> <p><b>16.4.2 Describe</b> the benefits of quitting tobacco use.</p> <p><b>16.4.3 Identify</b> the most important factor for successfully quitting tobacco.</p> | <p>Carcinogen<br/>Carbon monoxide</p> <p>Chronic obstructive pulmonary disease (COPD)<br/>Chronic bronchitis<br/>Emphysema<br/>Leukoplakia<br/>Mainstream smoke<br/>Sidestream smoke<br/>Secondhand smoke</p> <p>Nicotine substitute</p> | <p>NHES: 1.12.3, 1.12.8, 1.12.9, 2.12.10, 8.12.1</p> <p>NHES: 1.12.7, 3.12.3, 3.12.4, 4.12.2, 4.12.4, 8.12.2</p> | <p>Section 16-1 Quiz<br/>Section 16-2 Quiz<br/>Section 16-3 Quiz<br/>Section 16-4 Quiz</p>  |  | <p>Teaching Transparencies W54, 43<br/>Practice 16-2<br/>Section 16-2 Quiz</p> <p>Warm-up, p. 410<br/>Hands-On Activity Make a Model of a Smoker's Lungs, p. 412<br/>Note Taking Guide 16-3<br/>Teaching Transparency W55<br/>Practice 16-3<br/>Section 16-3 Quiz</p> <p>Warm-up, p. 417<br/>Note Taking Guide 16-4<br/>Teaching Transparencies W56, 44<br/>Practice 16-4<br/>Section 16-4 Quiz</p> |
| <p><b>Chapter 17: Preventing Drug Abuse</b></p> <p><b>Section 1: Legal and Illegal Drugs</b></p> <p><b>17.1.1 Define</b> drug abuse and distinguish it from both appropriate use and misuse.</p> <p><b>17.1.2 Describe</b> how</p>   | <p>Medicine<br/>Over-the-counter drug<br/>Prescription drug<br/>Illegal drug<br/>Drug misuse<br/>Drug abuse</p>  | <p>NHES: 1.12.8, 1.12.9, 2.12.6, 2.12.10, 3.12.1</p>   | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b></p> | <p><b>Books:</b><br/>Prentice Hall Health Chapter 2</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b></p> | <p>4.5 days</p> <p>Warm-up, p. 426<br/>Technology &amp; Health The Brain on Drugs, p. 433<br/>Note Taking Guide 17-1<br/>Teaching Transparencies W57, 45<br/>Practice 17-1</p>  |

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| Essential Concepts  | Essential Vocabulary   | Standards   | Assessments  | Instructional Resources   | Instructional Considerations   |
|---|--|---|--|---|--|
| <p>psychoactive drugs affect the brain.<br/> <b>17.1.3 Summarize</b> the risks of drug abuse.</p> <p><b>Section 2: Factors Affecting Drug Abuse</b><br/> <b>17.2.1 Evaluate</b> how family, friends, and personal factors can influence an individual's decisions about drugs.</p> <p><b>Building Health Skills: Intervening to Help a Friend</b><br/> <b>BHS.17 Demonstrate</b> advocacy by showing how to intervene to help a friend deal with drug abuse.</p> <p><b>Section 3: Commonly Abused Drugs</b><br/> <b>17.3.1 Compare</b> the effects of depressants, stimulants, and hallucinogens on the body.<br/> <b>17.3.2 Describe</b> the effects of marijuana.<br/> <b>17.3.3 Name</b> three classes of drugs of increasing concern in recent years.</p> <p><b>Section 4 Choosing to Be drug Free</b><br/> <b>17.4.1 Identifying</b> three treatment options for people who abuse drugs.<br/> <b>17.4.2 Name</b> three steps you can take to stay drug free.</p> | <p>Psychoactive drug<br/> Side effect<br/> Drug antagonism<br/> Drug synergism</p> <p>Protective factor</p> <p>Depressant<br/> Barbiturates<br/> Opiate<br/> Heroin<br/> Stimulant<br/> Amphetamines<br/> Methamphetamine<br/> Cocaine<br/> Hallucinogen<br/> Marijuana<br/> Club drugs<br/> Inhalant</p> <p>Therapeutic community</p> | <p>NHES: 2.12.1, 2.12.3, 2.12.5, 2.12.7, 2.12.8, 2.12.9, 6.12.1, 7.12.1</p> <p>NHES: 3.12.4, 4.12.4, 8.12.2</p> <p>NHES: 1.12.8, 1.12.9, 2.12.9</p> <p>NHES: 2.12.3, 3.12.3, 3.12.4, 4.12.2, 5.12.1, 5.12.2, 5.12.4, 5.12.6, 8.12.4</p> | <p>Student Edition Chapter 17 Review, p. 454</p> <p><b>Computer Test Bank</b><br/> Chapter 17 Test</p> <p><b>Student Edition</b><br/> Standardized Test Prep, p. 455</p> <p><b>Teaching Resources:</b><br/> Section 17-1 Quiz<br/> Section 17-2 Quiz<br/> Section 17-3 Quiz<br/> Section 17-4 Quiz</p> | <p>Discovery Education<br/> Teens Talk Video<br/> “The Risks of Drug Abuse”</p> | <p>Section 17-1 Quiz</p> <p>Warm-up, p. 434<br/> Note Taking Guide 17-2<br/> Teaching Transparency W58<br/> Practice 17-2<br/> Section 17-2 Quiz</p> <p>Practice the Skill, p. 439<br/> Building Health Skills 17</p> <p>Warm-up, p. 440<br/> Note Taking Guide 17-3<br/> Teaching Transparencies W59, 46, 47, 48<br/> Practice 17-3<br/> Section 17-3 Quiz</p> <p>Warm-up, p. 448<br/> Hands-On Activity Resisting Peer Pressure, p. 451<br/> Note Taking Guide 17-4<br/> Teaching Transparency W60<br/> Practice 17-4<br/> Section 17-4 Quiz</p> |

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| Essential Concepts  | Essential Vocabulary   | Standards  | Assessments  | Instructional Resources   | Instructional Considerations   |
|---|--|--|--|---|--|
| <b>Chapter 18: Reproduction and Heredity</b>  |  |  | Observation<br><br>Anecdotal Record  | <b>Books:</b><br>Prentice Hall Health Chapter 18  | 3 days   |
| <b>Section 1: The Endocrine System</b><br><b>18.1.1 Describe</b> the general roles of the endocrine system.<br><b>18.1.2 Identify</b> the glands of the endocrine system.   | Endocrine gland<br>Hormone<br>Hypothalamus<br>Pituitary gland<br>Puberty   | NHES: 1.12.2, 3.12.2                                 | Rubric of Effort and Participation<br><br><b>Chapter Review and Assessment:</b><br>Student Edition Chapter 18 Review, p. 483   | Prentice Hall Health Teaching Resources<br><br><b>Videos:</b><br><br>Discovery Education Teens Talk Video “Hormones in the Balance” | Warm-up, p. 460<br>Note Taking Guide 18-1<br>Teaching Transparencies W61, 49<br>Practice 18-1<br>Section 18-1 Quiz   |
| <b>Section 2: The Male Reproductive System</b><br><b>18.2.1 Describe</b> three functions of the male reproductive system.<br><b>18.2.2 Identify</b> five ways to keep the male reproductive system healthy.   | Sperm<br>Fertilization<br>Testes<br>Testosterone<br>Scrotum<br>Penis<br>Semen<br>Ejaculation<br>Infertility  | NHES: 1.12.5, 3.12.1, 3.12.4, 7.12.2, 8.12.2         | <b>Computer Test Bank</b><br>Chapter 18 Test<br><br><b>Student Edition</b><br>Standardized Test Prep, p. 485<br><br><b>Teaching Resources:</b><br>Section 18-1 Quiz<br>Section 18-2 Quiz<br>Section 18-3 Quiz<br>Section 18-4 Quiz |   | Warm-up, p. 464<br>Note Taking Guide 18-2<br>Teaching Transparencies W62, 50, 51<br>Practice 18-2<br>Section 18-2 Quiz   |
| <b>Section 3: The Female Reproductive system</b><br><b>18.3.1 Describe</b> three functions of the female reproductive system.<br><b>18.3.2 Summarize</b> the stages of the menstrual cycle.<br><b>18.3.3 Identify</b> five ways to keep the female reproductive system healthy. | Ova<br>Ovaries<br>Estrogen<br>Progesterone<br>Ovulation<br>Fallopian tubes<br>Uterus<br>Vagina<br>Menstrual cycle<br>Menopause<br>Pap smear<br>Mammogram | NHES: 1.12.5, 2.12.5, 2.12.6, 3.12.2, 3.12.4, 7.12.2 |  |   | Warm-up, p. 469<br>Media Wise Sexuality in Music Videos, p. 471<br>Note Taking Guide 18-3<br>Teaching Transparencies W63, 52, 53<br>Practice 18-3<br>Section 18-3 Quiz |
| <b>Building Health Skills: Breast and Testicular Self-Exams</b><br><b>BHS.18 Demonstrate</b> healthful behaviors by doing breast or testicular  |  | NHES: 1.12.4, 7.12.1, 7.12.2, 7.12.3                 |  |   | Practice the Skill, p. 477<br>Building Health Skills 18  |

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| Essential Concepts   | Essential Vocabulary  | Standards   | Assessments  | Instructional Resources   | Instructional Considerations  |
|--|---|---|--|---|---|
| <p>self-exams to detect cancer.</p> <p><b>Section 4: Heredity</b><br/> <b>18.4.1 Explain</b> how genetic information passes from one generation to the next.<br/> <b>18.4.2 Identify</b> the causes of genetic disorders.<br/> <b>18.4.3 Compare</b> the role of genes, environment, and behavior in affecting a person's risk for disease.</p>  | <p>Heredity<br/> Chromosome<br/> Gene<br/> Genetic disorder</p>   | <p>NHES: 1.12.1, 1.12.3, 1.12.4, 2.12.6, 7.12.1, 8.12.4</p>   |  |   | <p>Warm-up, p. 478<br/> Note Taking Guide 18-4<br/> Teaching Transparencies W64, 54<br/> Practice 18-4<br/> Section 18-4 Quiz</p>   |
| <p><b>Chapter 19: Pregnancy, Birth and Childhood</b></p> <p><b>Section 1: Development Before Birth</b><br/> <b>19.1.1 Summarize</b> the events that occur during the first week after fertilization.<br/> <b>19.1.2 Describe</b> the structures that protect and nourish the embryo and fetus.</p> <p><b>Section 2: A Healthy Pregnancy</b><br/> <b>19.2.1 Identify</b> four behaviors that are essential for a healthy pregnancy.<br/> <b>19.2.2. Explain</b> the importance of prenatal care throughout pregnancy.</p> <p><b>Section 3: Childbirth</b><br/> <b>19.3.1 Identify</b> the three stages of the birth process.<br/> <b>19.3.2 Describe</b> four</p> | <p>Zygote<br/> Embryo<br/> Blastocyst<br/> Implantation<br/> Amniotic sac<br/> Placenta<br/> Umbilical cord<br/> Fetus</p> <p>Prenatal care<br/> Obstetrician<br/> Trimester<br/> Ultrasound<br/> Chorionic villus sampling<br/> Amniocentesis<br/> Ectopic pregnancy<br/> Miscarriage<br/> Preeclampsia<br/> Gestational diabetes</p> <p>Certified nurse-midwife<br/> Labor<br/> Postpartum period</p> | <p>NHES: 1.12.2, 2.12.8, 3.12.2, 5.12.6, 8.12.4</p> <p>NHES: 1.12.1, 1.12.3, 1.12.6, 1.12.9, 2.12.6, 3.12.1, 3.12.4, 7.12.3</p> <p>NHES: 1.12.1, 1.12.9, 5.12.6</p> | <p>Observation<br/> Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 19 Review, p. 132</p> <p><b>Computer Test Bank</b><br/> Chapter 19 Test</p> <p><b>Student Edition</b><br/> Standardized Test Prep, p. 511</p> <p><b>Teaching Resources:</b><br/> Section 19-1 Quiz<br/> Section 19-2 Quiz<br/> Section 19-3 Quiz<br/> Section 19-4 Quiz</p> | <p><b>Books:</b><br/> Prentice Hall Health Chapter 19</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education Teens Talk Video "Teen Pregnancy"</p> | <p>3.5 days</p> <p>Warm-up, p. 488<br/> Note Taking Guide 19-1<br/> Teaching Transparencies W65, 55<br/> Practice 19-1<br/> Section 19-1 Quiz</p> <p>Warm-up, p. 492<br/> Technology &amp; Health Surgery Before Birth, p. 497<br/> Note Taking Guide 19-2<br/> Teaching Transparency W66<br/> Practice 19-2<br/> Section 19-2 Quiz</p> <p>Warm-up, p. 498<br/> Hands-On Activity Be a Parent for a Day, p. 500<br/> Note Taking Guide 19-3</p> |

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| Essential Concepts   | Essential Vocabulary   | Standards   | Assessments  | Instructional Resources  | Instructional Considerations  |
|--|--|---|--|--|---|
| <p>complicating factors that may arise at birth.</p> <p><b>Building Health Skills: Coping With Change</b><br/> <b>BHS.19 Implement</b> a plan to cope with transition times in life.</p> <p><b>Section 4: Childhood</b><br/> <b>19.4.1 Describe</b> the changes that children undergo during early childhood.<br/> <b>19.4.2 Identify</b> key areas of development that occur during middle and late childhood.</p>  | <p>Stillbirth<br/> Cesarean section<br/> Premature birth<br/> Low birthweight<br/> Multiple birth</p> <p>Pre-adolescence</p> | <p>NHES: 1.12.5, 3.12.2, 6.12.2, 6.12.3</p> <p>NHES: 2.12.1, 2.12.3, 8.12.1, 8.12.4</p>         |  |  | <p>Teaching Transparencies W67, 56, 57<br/> Practice 19-3<br/> Section 19-3 Quiz</p> <p>Practice the Skill, p. 505<br/> Building Health Skills 19</p> <p>Warm-up, p. 506<br/> Note Taking Guide 19-4<br/> Teaching Transparency W68<br/> Practice 19-4<br/> Section 19-4 Quiz</p> |
| <p><b>Chapter 20: Adolescence and Adulthood</b></p> <p><b>Section 1: Adolescence: A Time of Change</b><br/> <b>20.1.1. List</b> three main categories of physical changes that occur during adolescence.<br/> <b>20.1.2 Describe</b> three mental changes that adolescents experience.<br/> <b>20.1.3 Summarize</b> the emotional changes of adolescence.</p> <p><b>Building Health Skills: Setting a Goal</b><br/> <b>BHS.20 Set</b> a personal goal and develop a plan for achieving the goal.</p> | <p>Adolescence<br/> Reproductive maturity<br/> Secondary sex characteristics</p>   | <p>NHES: 1.12.4, 2.12.5, 2.12.8, 8.12.4</p> <p>NHES: 5.12.7, 6.12.2, 6.12.3, 6.12.4, 7.12.1</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 20 Review, p. 542</p> <p><b>Computer Test Bank</b><br/> Chapter 20 Test</p> <p><b>Student Edition</b><br/> Standardized Test Prep, p. 543</p> <p><b>Teaching Resources:</b><br/> Section 20-1 Quiz<br/> Section 20-2 Quiz</p> | <p><b>Books:</b><br/> Prentice Hall Health Chapter 20</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education Teens Talk Video<br/> “Pictures of ‘Perfection’”</p> | <p>4 days</p> <p>Warm-up, p. 514<br/> Note Taking Guide 20-1<br/> Teaching Transparencies W69, 58<br/> Practice 20-1<br/> Section 20-1 Quiz</p> <p>Practice the Skill, p. 523<br/> Building Health Skills 20</p> <p>Warm-up, p. 524</p>   |

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| Essential Concepts   | Essential Vocabulary   | Standards   | Assessments  | Instructional Resources   | Instructional Considerations   |
|--|--|---|--|---|--|
| <p><b>Section 2: Adolescence and Responsibility</b><br/> <b>20.2.1</b> Identify the responsibilities that adolescents have to themselves and others.</p> <p><b>Section 3: Adulthood and Marriage</b><br/> <b>20.3.1</b> Summarize the changes that people undergo during adulthood.<br/> <b>20.3.2</b> List three keys to a successful marriage.<br/> <b>20.3.3</b> Analyze how decisions made in youth can affect the aging process.</p> <p><b>Section 4: Death and Dying</b><br/> <b>20.4.1</b> List the five stages of dying that some people experience.<br/> <b>20.4.2</b> Summarize healthy strategies for coping with a dying loved one and coping after death.</p> <p><b>Careers: Human Development</b><br/>           Certified Nurse-Midwife<br/>           Guidance Counselor<br/>           Ultrasound Technician<br/>           Hospice Caregiver</p> | <p>Autonomy</p> <p>Physical maturity<br/>           Emotional maturity<br/>           Dementia<br/>           Alzheimer's disease</p> <p>Hospice<br/>           Terminal illness</p> | <p>NHES: 2.12.1, 2.12.3, 2.12.8, 5.12.1, 5.12.2, 7.12.1, 8.12.2, 8.12.3</p> <p>NHES: 1.12.1, 1.12.5, 6.12.4, 8.12.3</p> <p>NHES: 2.12.2, 3.12.1, 3.12.3, 3.12.4, 4.12.1, 4.12.4</p> | <p>Section 20-3 Quiz<br/>           Section 20-4 Quiz</p>                              |   | <p>Hands-On Activity Living on a Budget, p. 527<br/>           Note Taking Guide 20-2<br/>           Teaching Transparency W70<br/>           Practice 20-2<br/>           Section 20-2 Quiz</p> <p>Warm-up, p. 529<br/>           Note Taking Guide 20-3<br/>           Teaching Transparency W71<br/>           Practice 20-3<br/>           Section 20-3 Quiz</p> <p>Warm-up, p. 537<br/>           Note Taking Guide 20-4<br/>           Teaching Transparencies W72, 59<br/>           Practice 20-4<br/>           Section 20-4 Quiz</p> |
| <p><b>Chapter 21: Infectious Diseases</b></p> <p><b>Section 1: Understanding Infections Diseases</b></p>   | <p>Infectious disease<br/>           Microorganism<br/>           Pathogen</p>   | <p>NHES: 1.12.3, 1.12.5, 2.12.1,</p>  | <p>Observation<br/>           Anecdotal Record<br/>           Rubric of Effort and</p> | <p><b>Books:</b><br/>           Prentice Hall Health Chapter 21<br/>           Prentice Hall Health</p> | <p>3 days</p> <p>Warm-up, p. 548<br/>           Note Taking Guide 21-1</p>   |



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| <p><b>21.1.1 Identify</b> the causes of infectious diseases.</p> <p><b>21.1.2 Describe</b> four ways in which infectious diseases are spread.</p> <p><b>Section 2: Defenses Against Disease</b></p> <p><b>21.2.1 Identify</b> the body's physical and chemical defenses against infectious disease.</p> <p><b>21.2.2 Describe</b> the inflammatory response.</p> <p><b>21.2.3 Summarize</b> how the immune system works.</p> <p><b>21.2.4 Compare</b> passive and active immunity.</p> <p><b>Section 3: Common Infectious Diseases</b></p> <p><b>21.3.1 Identify</b> some diseases caused by bacteria and by viruses.</p> <p><b>21.3.2 Describe</b> behaviors that can help you get healthy and stay healthy.</p> <p><b>Building Health Skills: Using Medicines Correctly</b></p> <p><b>BHS.21 Demonstrate</b> the ability to use a medicine correctly by reading the directions on the medicine label.</p> <p><b>Section 4: Emerging Infectious Diseases</b></p> <p><b>21.4.1 Define</b> the term emerging disease.</p> | <p>Bacteria<br/>Toxin<br/>Virus<br/>Fungi<br/>Protozoan</p> <p>Mucous membrane<br/>Inflammation<br/>Phagocyte<br/>Immune system<br/>Lymphocyte<br/>Immunity<br/>T cell<br/>B cell<br/>Antibody<br/>Lymphatic system<br/>Immunization<br/>Vaccine</p> <p>Antibiotic</p> <p>Epidemic<br/>Emerging disease</p> | <p>7.12.3, 8.12.2</p> <p>NHES: 1.12.1, 1.12.3, 2.12.10, 7.12.3</p> <p>NHES: 1.12.1, 1.12.3, 1.12.8, 3.12.4</p> <p>NHES: 2.12.10, 3.12.5, 7.12.3</p> <p>NHES: 1.12.3, 3.12.3</p> | <p>Participation</p> <p><b>Chapter Review and Assessment:</b><br/>Student Edition Chapter 21 Review, p. 570</p> <p><b>Computer Test Bank</b><br/>Chapter 21 Test</p> <p><b>Student Edition</b><br/>Standardized Test Prep, p. 571</p> <p><b>Teaching Resources:</b><br/>Section 21-1 Quiz<br/>Section 21-2 Quiz<br/>Section 21-3 Quiz<br/>Section 21-4 Quiz</p> | <p>Teaching Resources</p> <p><b>Videos:</b></p> <p>Discovery Education<br/>Teens Talk Video<br/>"Protection From Infection"</p> | <p>Teaching Transparency W73<br/>Practice 21-1<br/>Section 21-1 Quiz</p> <p>Warm-up, p. 552<br/>Note Taking Guide 21-2<br/>Teaching Transparencies W74, 60, 61, 62<br/>Practice 21-2<br/>Section 21-2 Quiz</p> <p>Warm-up, p. 558<br/>Media Wise Evaluating Antibacterial Products, p. 562<br/>Note Taking Guide 21-3<br/>Teaching Transparencies W75, 63<br/>Practice 21-3<br/>Section 21-3 Quiz</p> <p>Practice the Skill, p. 565<br/>Building Health Skills 21</p> <p>Warm-up, p. 566<br/>Note Taking Guide 21-4<br/>Teaching Transparency W76<br/>Practice 21-4</p> |

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| Essential Concepts   | Essential Vocabulary   | Standards  | Assessments  | Instructional Resources   | Instructional Considerations  |
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| <b>21.4.2 Identify</b> five reasons why diseases emerge.   |  |  |  |   | Section 21-4 Quiz   |
| <p><b>Chapter 22: Sexually Transmitted Infections and AIDS</b></p> <p><b>Section 1: The Risks of Sexual Activity</b><br/> <b>22.1.1 Identify</b> risky behaviors associated with the current epidemic of sexually transmitted infections.<br/> <b>22.1.2 Describe</b> behaviors that can help prevent the spread of sexually transmitted infections.</p> <p><b>Section 2: Kinds of STIs</b><br/> <b>22.2.1 Identify</b> three of the most common STIs, including their symptoms and treatments.<br/> <b>22.2.2 List</b> four other STIs and describe their symptoms.<br/> <b>22.2.3 Know</b> when a person should seek treatment for an STI.</p> <p><b>Section 3: HIV and AIDS</b><br/> <b>22.3.1 Explain</b> how HIV infection leads to AIDS.<br/> <b>22.3.2 Describe</b> how HIV is transmitted from person to person.<br/> <b>22.3.3 Summarize</b> the state of HIV infection and AIDS throughout the</p> | <p>Sexually transmitted infection (STI)</p> <p>Trichomoniasis<br/> Urethritis<br/> Vaginitis<br/> Human papilloma virus<br/> Chlamydia<br/> Pelvic inflammatory disease<br/> Gonorrhea<br/> Genital herpes<br/> Syphilis<br/> Chancere</p> <p>HIV<br/> AIDS<br/> Asymptomatic stage<br/> Opportunistic infection</p> | <p>NHES: 1.12.8, 1.12.9, 2.12.3, 3.12.1, 4.12.2, 7.12.3, 8.12.1</p> <p>NHES: 1.12.9, 3.12.1, 3.12.2, 3.12.3, 3.12.5, 8.12.1</p> <p>NHES: 1.12.8, 1.12.9, 2.12.10, 8.12.3, 8.12.4</p> | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 22 Review, p. 598</p> <p><b>Computer Test Bank</b><br/> Chapter 22 Test</p> <p><b>Student Edition</b><br/> Standardized Test Prep, p. 599</p> <p><b>Teaching Resources:</b><br/> Section 22-1 Quiz<br/> Section 22-2 Quiz<br/> Section 22-3 Quiz<br/> Section 22-4 Quiz</p> | <p><b>Books:</b><br/> Prentice Hall Health Chapter 22</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education Teens Talk Video “Risks and STIs”</p> | <p>3.5 days</p> <p>Warm-up, p. 574<br/> Note Taking Guide 22-1<br/> Teaching Transparencies W77, 65<br/> Practice 22-1<br/> Section 22-1 Quiz</p> <p>Warm-up, p. 578<br/> Note Taking Guide 22-2<br/> Teaching Transparency W78<br/> Practice 22-2<br/> Section 22-2 Quiz</p> <p>Warm-up, p. 584<br/> Hands-On Activity how Quickly Can IV Spread?, p. 586<br/> Note Taking Guide 22-3<br/> Teaching Transparencies W79, 66, 67<br/> Practice 22-3<br/> Section 22-3 Quiz</p> |

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| Essential Concepts   | Essential Vocabulary   | Standards   | Assessments   | Instructional Resources   | Instructional Considerations  |
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| <p>world.</p> <p><b>Building Health Skills: Evaluating Internet Sources</b><br/> <b>BHS.22 Evaluate</b> Internet sources to access reliable health information.</p> <p><b>Section 4: Protecting yourself From HIV and AIDS</b><br/> <b>22.3.1 Identify</b> three behaviors that can prevent the spread of HIV.<br/> <b>22.3.2 Describe</b> how a person gets tested for HIV.<br/> <b>22.4.3 Describe</b> the goal of HIV treatment.</p>  | <p>Universal precautions<br/> HIV-positive<br/> Viral load</p>   | <p>NHES: 2.12.6, 3.12.1, 3.12.5</p> <p>NHES: 1.12.1, 1.12.8, 3.12.5, 5.12.7, 7.12.2, 7.12.3, 8.12.1, 8.12.4</p> |   |   | <p>Practice the Skill, p. 591<br/> Building Health Skills 22</p> <p>Warm-up, p. 592<br/> Note Taking Guide 22-4<br/> Teaching Transparency W80<br/> Practice 22-4<br/> Section 22-4 Quiz</p>  |
| <p><b>Chapter 23: Chronic Diseases and Disabilities</b></p> <p><b>Section 1: Cardiovascular Diseases</b><br/> <b>23.1.1 List</b> six types of cardiovascular disease.<br/> <b>23.1.2 Describe</b> the ways in which cardiovascular disease is detected and treated.<br/> <b>23.1.3 Identify</b> risk factors for cardiovascular disease and ways to lower your risk.</p> <p><b>Section 2: Cancer</b><br/> <b>23.2.1 Describe</b> how cancer affects the body.<br/> <b>23.2.2 Identify</b> the tests and treatments for cancer.</p> | <p>Chronic disease<br/> Cardiovascular disease<br/> Angina pectoris<br/> Heart attack<br/> Fibrillation<br/> Stroke<br/> Cerebral hemorrhage<br/> Aneurysm</p> <p>Cancer<br/> Tumor<br/> Malignant<br/> Metastasis<br/> Oncogene</p> | <p>NHES: 1.12.4, 2.12.6, 6.12.1, 7.12.1, 7.12.2</p> <p>NHES: 1.12.3, 1.12.4, 3.12.5, 7.12.1, 7.12.3</p>         | <p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p><b>Chapter Review and Assessment:</b><br/> Student Edition Chapter 23 Review, p. 628</p> <p><b>Computer Test Bank</b><br/> Chapter 23 Test</p> <p><b>Student Edition</b><br/> Standardized Test Prep, p. 629</p> <p><b>Teaching Resources:</b><br/> Section 23-1 Quiz</p> | <p><b>Books:</b><br/> Prentice Hall Health Chapter 23</p> <p>Prentice Hall Health Teaching Resources</p> <p><b>Videos:</b><br/> Discovery Education Teens Talk Video “Living With Disabilities”</p> | <p>4 days</p> <p>Warm-up, p. 602<br/> Note Taking Guide 23-1<br/> Teaching Transparencies W81, 68<br/> Practice 23-1<br/> Section 23-1 Quiz</p> <p>Warm-up, p. 609<br/> Media Wise Evaluating Tanning Products, p. 612<br/> Note Taking Guide 23-2<br/> Teaching Transparency W82</p> |

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| Essential Concepts  | Essential Vocabulary  | Standards  | Assessments  | Instructional Resources | Instructional Considerations   |
|---|---|--|--|-------------------------|--|
| <p><b>23.2.3 List</b> seven ways you can prevent cancer.</p> <p><b>Section 3: Other Chronic Diseases</b></p> <p><b>23.3.1 Distinguish</b> between the two types of diabetes.</p> <p><b>23.3.2 Describe</b> how allergies and asthma affect the body.</p> <p><b>23.3.3 Identify</b> the symptoms of arthritis.</p> <p><b>Building Health Skills: Being Assertive</b></p> <p><b>BHS.23 Communicate</b> assertively in difficult situations.</p> <p><b>Section 4: Disabilities</b></p> <p><b>23.4.1 Identify</b> the three most common physical disabilities.</p> <p><b>23.4.2 Explain</b> how the rights of people with disabilities are protected.</p> | <p>Carcinogen<br/>Biopsy</p> <p>Diabetes<br/>Insulin<br/>Allergy<br/>Allergen<br/>Histamine<br/>Arthritis<br/>Osteoarthritis<br/>Rheumatoid arthritis</p> <p>Disability<br/>Macular degeneration<br/>Tinnitus<br/>Americans with Disabilities Act</p> | <p>NHES: 1.12.3, 2.12.4, 2.12.6, 7.12.1, 7.12.3</p> <p>NHES: 4.12.1, 4.12.3, 4.12.4, 8.12.4</p> <p>NHES: 2.12.4, 2.12.6, 2.12.10, 4.12.4, 8.12.3</p> | <p>Section 23-2 Quiz<br/>Section 23-3 Quiz<br/>Section 23-4 Quiz</p> |                         | <p>Practice 23-2<br/>Section 23-2 Quiz</p> <p>Warm-up, p. 614<br/>Technology &amp; Health Vital Signs on the Go, p. 622<br/>Note Taking Guide 23-3<br/>Teaching Transparencies W83, 69<br/>Practice 23-3<br/>Section 23-3 Quiz</p> <p>Practice the Skill, p. 621<br/>Building Health Skills 23</p> <p>Warm-up, p. 623<br/>Note Taking Guide 23-4<br/>Teaching Transparencies W84, 70<br/>Practice 23-4<br/>Section 23-4 Quiz</p> |